Subject Index

Volume 23

Academic achievement, among nontraditional students, 1:42
Academic advising
  course for prospective nursing students and, 1:8
  from nursing theory perspective, 2:22
Assessment, of community resources, 4:11
Associate degree programs
  faculty positions, recruitment and retention in, 5:5
  introducing research in, 4:13
Attitudes, of nursing students toward research, 5:20
Australia, psychiatric nursing in, 6:9

Baccalaureate education
  blueprint for undergraduate healthcare informatics course and, 1:15
  clinical experience of novice students in, 4:16
  collaborative preceptor model for clinical teaching of beginning students in, 3:27
  community health experiences for sophomore students and, 1:6
  curriculum restructuring using practice-based Omaha System and, 3:41
  delegation competency and, 1:38
  incorporating research into, 6:4
  meeting learning needs of diverse students in BSN programs and, 2:25
  nursing consultation course in, 5:16
  nursing home residents as participants in physical assessment course for, 6:20
  research utilization by undergraduate students and, 2:26
  rural nursing courses in, 6:33
  teaching statistics in, 5:34
Breast cancer, health promoting lifestyles and, 3:6

Career ladders, for nontenured faculty, Boyer's model of scholarship applied to, 3:33
CAREER nursing skills acronym, 1:19
Caring, teaching within context of health, 2:47
Case management, of complex family, 3:8
Chemical dependence clinical experience, 5:13
Chest tubes, clamping versus not clamping, 3:9
Children. *See* Pediatrics
Clinical correlation map, 4:31
Clinical instruction
  collaborative preceptor model for clinical teaching of beginning students and, 3:27
  documenting scholarship of clinical teaching through peer review and, 6:17
  interdisciplinary teams for, 1:32
  nursing home residents as participants in undergraduate physical assessment course, 6:20
  nursing process as model for clinical supervision and, 5:41
Clinical practice
  chemical dependence clinical experience and, 5:13
  clinical correlation map for linking with theory, 4:31
  clinical experience of novice students and, 4:16
  creating clinical opportunities in managed care environments and, 6:42
  curriculum restructuring using practice-based Omaha System and, 3:41
  pediatric learning experiences in community and, 4:7
  practice placements and, 2:10
  relationship between reduced clinical hours and thinking skills and, 5:7
  student projects to enhance competency in community-based nursing practice and, 5:21
Clinical rounds, peer review through, 5:42
Community settings
  clinical resource assessment in, 4:11
  community health experiences for sophomore students and, 1:6
  ensuring quality nursing education in, 1:26
  pediatric learning experiences in, 4:7
  student projects to enhance competency in community-based nursing practice and, 5:21
  transition from hospital teaching to teaching in, 3:11
Computers
  for construction of test banks and tests, 1:7
  implementation of computerized testing and, 4:22
  online literature searches and, 2:9
Computer simulations
  computerized clinical simulation testing for NCLEX-RN and, 1:20
  for teaching critical thinking skills, 2:30
Concept mapping, 5:35
  for collaborative curriculum development, 6:21
Consultation, course in, 5:16
Critical thinking skills. *See* Thinking skills
Critiquing Research For Use In Clinical Nursing CD-ROM, 2:8
Cultural diversity
  education of culturally diverse students and, 2:38
  Internet for integrating, 2:15
  meeting learning needs of diverse students in BSN programs and, 2:25
  nursing student partnership with United Kingdom and, 5:30
  teaching pathophysiology from multicultural perspective and, 3:19
  videotaping and, 5:7
Curriculum
  concepts maps and visual representations for collaborative development of, 6:21
  restructuring using practice-based Omaha System, 3:41

Deans, contemporary and traditional concerns regarding, 5:46
Delegation
  Clinical Delegation and Nursing Roles CD-ROM, 3:18
  competency in, 1:38
Dimensional analysis method, of dosage calculation problem-solving, 3:22
Disabled students, 2:21
Discussion groups, as teaching strategy, journal writing compared with, 1:49
Distance learning, nursing informatics needs assessment and, 5:25
Dosage calculation, dimensional analysis method of problem-solving for, 3:22

Economics, nursing practice and, 6:4
Electronic education, 2:15. *See also* Computers; Computer simulations; Internet
English as a second language, enhancing language development of immigrant nursing students and, 2:43
Ethics
  promoting integrity in research publication and, 6:26
  teaching of, 3:6

Faculty
  contemporary and traditional concerns regarding deans and, 5:46
  faculty practice plan and, 4:45
  importance of search committee's job and, 6:38
  nontenured, Boyer's model of scholarship applied to career ladder for, 3:33
  from nursing theory perspective and, 2:22
  positions, recruitment and retention in associate degree schools, 5:5
  stress among, changes in nursing education and, 2:7
  teaching component of work load formula for, 4:35
Families, case management of, 3:8
Feminism
  focus group turned hermeneutic evaluation and, 4:40
Focus groups, hermeneutic evaluation and, 4:40

Global awareness, Internet for fostering, 2:15
Graduate education
  benefits and challenges of graduate nursing consortium and, 6:13
  nursing consultation course in, 5:16
  service-learning in, 2:34

Haiku, as teaching tool, 3:14

Healthcare informatics, blueprint for undergraduate healthcare informatics course and, 1:15
Health promoting lifestyles, breast cancer and, 3:6
Home care
rehabilitation nursing and, 4:21
telehealth in, 3:7

Immigrant students, ESL, enhancing language development of, 2:43
Informatics
blueprint for undergraduate healthcare informatics course and, 1:15
nursing informatics needs assessment and, 5:25
Interdisciplinary teams
for clinical instruction, 1:32
integrated health professions education program seminar for, 2:18
International education, 5:30
psychiatric nursing and, 6:9
Internet
designing courses for, conceptual approach for, 3:45
integrating cultural diversity and global awareness using, 2:15
MEDBOOKstore.com, 5:20
online literature searches and, 2:9

Journal writing, as teaching strategy, discussion groups compared with, 1:48

Language development, of immigrant ESL nursing students, enhancing, 2:43
Learning
concept mapping and, 5:35
distance. *See* Distance learning
problem-based, 2:11
Learning communities, 6:7
Learning style, videotape versus interactive videodisc and, 2:10
Lifestyles, health promoting, breast cancer and, 3:6
Literature, evaluating online searches of, 2:9

Managed care, creating clinical opportunities in managed care environments and, 6:42
MEDBOOKstore.com, 5:20
Metacognition, teaching of statistical analysis and, 1:49
Modeling theory, academic advising from perspective of, 2:22

NCLEX-RN, computerized clinical simulation testing for, 1:20
Nontraditional students. *See also* Cultural diversity
disabled students in classroom and, 2:21
enhancing language development of immigrant ESL nursing students and, 2:43
retention and academic achievement among, 1:42
Nursing home residents, as participants in undergraduate physical assessment course, 6:20
Nursing practice, economics and, 6:4
Nursing process, as model for clinical supervision, 5:41
Nursing skills, CAREER acronym for, 1:19
Nursing theory, academic advising from perspective of, 2:22

Omaha System, curriculum restructuring using, 3:41

Pathophysiology, teaching from multicultural perspective, 3:19
Pediatrics
children and stress and, 4:5
community-based clinical learning experiences in, 4:7
Peer review
documenting scholarship of clinical teaching through, 6:17
through clinical rounds, 5:42
PowerPoint, uses of, 4:5
Presentation graphics, uses of, 4:5
Problem-based learning, 2:11
Prospective nursing students, course for, 1:8
Psychiatric nursing, in Australia, 6:9

Questioning, promoting, 5:8

Rehabilitation nursing, home care and, 4:21
Research
in associate degree programs, 4:13
Critiquing Research For Use In Clinical Nursing CD-ROM, 2:8
incorporating into baccalaureate programs, 6:4
nursing students' attitudes toward, 5:20
promoting integrity in publication of, 6:26
utilization by undergraduate students, 2:26
Resource allocation, 6:11
Retention, among nontraditional students, 1:42
Role modeling theory, academic advising from perspective of, 2:22
Rural nursing courses, 6:33

Scholarship, approaches to implementing philosophy of, 1:13
Search committees
for deans, 5:46
for faculty, 6:38
Seminars, integrated health professions education program seminar, 2:18
Service-learning, for graduate education, 2:34
Simulations, 6:11. *See also* Computer simulations
Statistics
metacognitive approach to teaching of statistical analysis and, 1:49
teaching to baccalaureate students, 5:34
Stress, 3:13
children and, 4:5
among faculty, changes in nursing education and, 2:7
Student anxiety, sources of, 1:11
Student involvement, learning communities concept to increase, 6:7
Supervision, nursing process as model for clinical supervision and, 5:41
Support groups, as teaching tools, 4:8

Teaching strategies
journal writing and discussion groups compared as, 1:48
for teaching caring teaching within context of health, 2:47
Teaching tools
computer construction of test banks and tests and, 1:7
haiku as, 3:14
problem-based learning and, 2:11
promoting student questioning and, 5:8
simulations as, 6:11
support groups as, 4:8
Telehealth, in home care practice, 3:7
Testing, computerized
clinical simulation testing for NCLEX-RN and, 1:20
computer construction of test banks and tests and, 1:7
implementation of, 4:22
Theory
clinical correlation map for linking with practice, 4:31
nursing, academic advising from perspective of, 2:22
Thinking skills
computer simulation for teaching, 2:30
infusing into subject-area instruction, 4:27
peer review through clinical rounds and, 5:42
relationship between reduced clinical hours and, 5:7

United Kingdom, nursing student partnership with, 5:30

Videodiscs, interactive, videotape versus, 2:10
Videotapes, interactive videodisc versus, 2:10
Violence, interdisciplinary education of nurses in prevention, detection, and intervention for, 3:17
Visual representations, for collaborative curriculum development, 6:21

Author Index

Volume 23

Adams K, 3:13
Alderman S, 2:8, 3:18
Amos E, 2:11
Andrusyszyn MA, 2:8
Anna DJ, 4:22
Anthony ML, 3:14
Arnold GJ, 3:22
Atkins T, 2:15

Baier M, 2:9
Baird-Crooks K, 6:33
Banks MJ, 3:33
Bantz DL, 6:4
Barnes J, 1:13
Batchelor N, 6:7
Beery TA, 1:15
Behm K, 2:9
Beitz JM, 1:49, 5:35
Bentley GW, 3:8
Benyon C, 1:48
Berg J, 6:38
Bersky AK, 1:20
Betz CL, 1:32
Bidwell AS, 5:46
Biordi DL, 3:33
Brancato VC, 5:30
Brouse SH, 4:35
Brown S, 1:13, 2:15
Bunn H, 3:17
Burnstein CJ, 1:11
Bushy A, 6:33

Calderone AB, 1:7
Campbell-Grossman C, 6:42
Carlton KH, 3:45
Carswell A, 3:17
Chally PS, 2:26
Chatham C, 5:5
Churchill J, 6:7
Cohran J, 4:16
Cook DM, 4:5
Coudret NA, 6:26
Couto-Wakulczyk G, 3:17
Cragg CEB, 6:21
Cummings KM, 5:25
Curtis JC, 4:16

D'Antuono A, 4:5
Davidhizar R, 2:38
DeNatale ML, 4:11
Dessner SH, 1:8
Dieckman BC, 6:17
Doheny MO, 5:42
Dowd SB, 2:38
Dugan M, 6:17
Duncan K, 6:42

Edwards PA, 4:21
Everett L, 1:13

Feletti G, 1:26
Figlear MR, 2:43
Forchuk C, 1:48
Ford D, 2:34
Fortunato VJ, 5:25
Foulds B, 6:21
Freed PE, 5:13

Geiger ML, 4:31
Giger JN, 2:38
Goldberg LK, 5:30
Goldenberg D, 2:8
Goodwin CS, 6:26
Graham B, 6:33
Gramling L, 2:47
Guilfoyle MJ, 5:7
Guyton-Simmons J, 2:30

Happell B, 6:9
Hartig JL, 4:31
Heinrich KT, 4:8, 4:40
Hemminger SA, 3:33
Herdtner S, 6:17
Hermann CP, 4:35
Hiebert V, 3:41
Hoff LA, 3:17
Hume G, 1:38
Hyde-Robertson B, 6:13

Iwasiw C, 2:8

Jeffreys MR, 1:42

Katherason S, 5:41
Kathol DD, 4:31
Kelly J, 5:20
Kirkpatrick MK, 2:15
Klonowski E, 4:27
Koontz EA, 2:10
Kopp M, 4:27
Krafft SK, 4:45
Kramer T, 1:6
Krawczak J, 1:20
Kumar TD, 1:20

Lantz JM, 4:11
Laurella VB, 3:27
Lee B, 1:13
Leggett J, 1:13
Leon L, 2:7
Lev EL, 6:11
Lieber MT, 4:7
Logsdon MC, 2:34
Ludwick R, 6:17
Lund C, 6:13

Magnussen L, 1:26
Malu KF, 2:43
Marland GR, 2:10
Masoodi J, 4:27
McCarthy AM, 2:18
McCornas J, 3:17
McCoy AK, 4:16
McSherry W, 2:10
Merrill AS, 3:41
Merrow SL, 4:21
Mignor D, 5:5, 6:20
Miller BA, 3:33
Moneyham L, 5:21
Moran M, 3:41
Mosser FT, 1:8

Nahas V, 5:41
Neill KM, 4:16
Nesler MS, 5:25
Neste-Kenny JV, 6:21
Nies MA, 3:6
Nordgren J, 3:27
Norwood SL, 5:16
Nugent K, 2:47
Nugent KE, 3:8

Olson S, 1:9
Oneha MF, 1:26
Owens PL, 5:20

Parry CB, 4:16
Pepa CA, 5:7
Pokorny M, 1:13
Poncar P, 3:33
Poston I, 1:13

Radjenovic D, 2:26
Ransom RB, 4:16
Rateau MR, 6:4
Raynor O, 1:32
Reed FC, 3:11
Reid M, 4:5
Reno B, 6:7
Reno BA, 1:8
Richardson SJ, 3:27
Ritchey N, 5:34
Robinson CM, 4:8
Roche M, 6:17
Ross MM, 3:17
Russell CA, 5:7
Ryan ME, 3:45

Scales ME, 4:8
Schachtschneider G, 5:5
Schank MJ, 1:6
Schell K, 5:8
Schultz ED, 2:22
Schultz PL, 4:21
Sedlak CA, 5:42
Shellenbarger T, 6:38
Shuster P, 5:34
Shuster PM, 3:9
Sikberg LL, 3:45
Smith AR, 3:19
Smutko PW, 4:13
Snelson CM, 3:33
Sopczyk DL, 5:25
Stone JB, 3:6
Su WM, 4:27
Swanson EA, 2:18

Tate ET, 6:13
Taylor CM, 2:18
Teeter MM, 1:19
Thomas S, 1:38
Thompson C, 2:25
Thorpe R, 4:13
Trinosky-Lind P, 1:9
Turman J, 1:32

Ura D, 5:21

Valentine AM, 2:18
Vanderbeek J, 1:15
Voignier RR, 4:35

Walker CL, 3:6
Warner I, 3:7
Weatherby F, 3:41
Weis PA, 2:30
White AH, 6:26
White MJ, 2:11
Winfrey ME, 3:19
Witt B, 4:40
Wood D, 2:21
Wood SO, 3:33
Wuyscik MA, 3:11

York LN, 5:13

Zareski S, 2:7